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State Normal School

Duluth, Minnesota

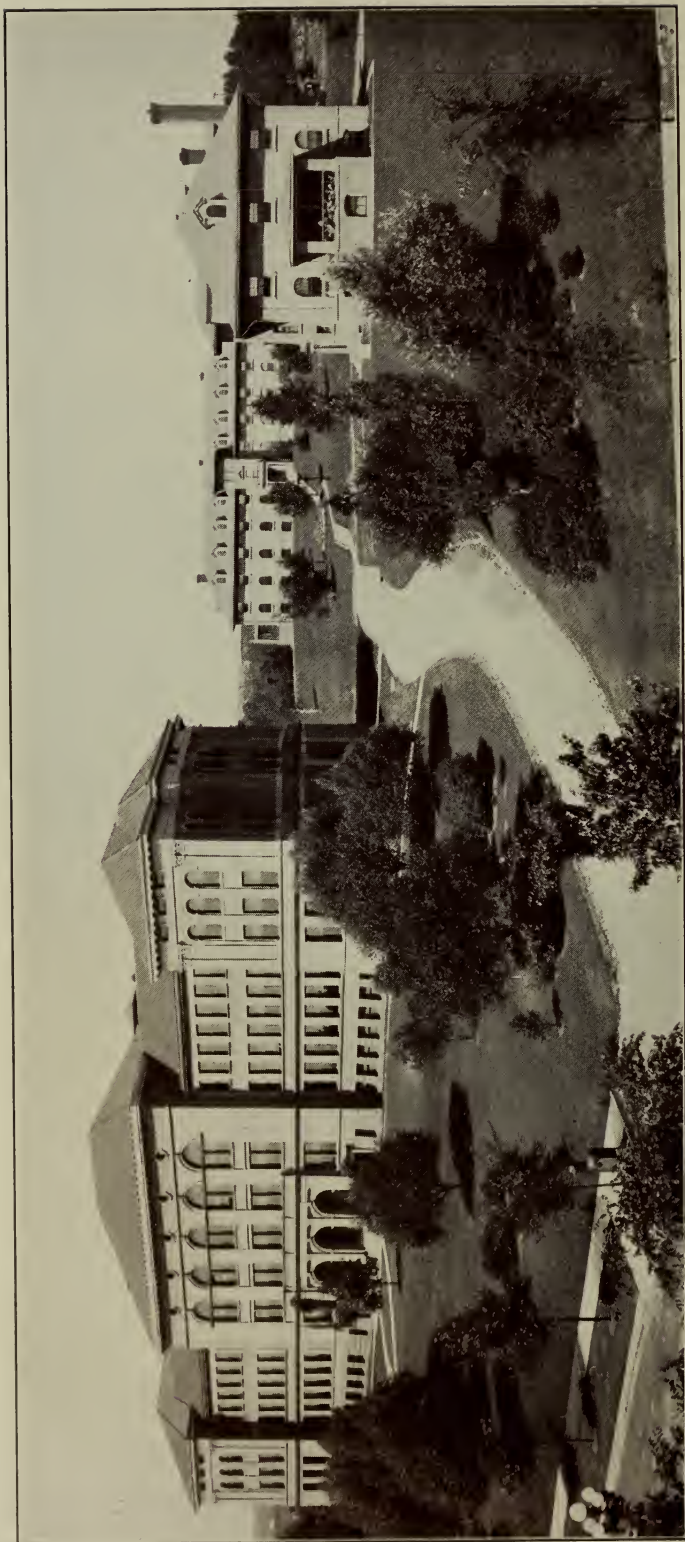
1918

May

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THE
STATE NORMAL SCHOOL
DULUTH, MINNESOTA



SIXTEENTH ANNUAL CATALOGUE
With Announcements For
1918-1919

Minnesota State Normal School Board

Ell Torrance, President.....	Minneapolis
Term expires 1919	
C. G. Schulz, State Superintendent of Education, Secretary..	St. Paul
Ex-Officio	
S. H. Somsen, Resident Director.....	Winona
Term expires 1921	
John C. Wise, Resident Director.....	Mankato
Term expires 1921	
C. L. Atwood, Resident Director.....	St. Cloud
Term expires 1921	
Leslie Welter, Resident Director.....	Moorhead
Term expires 1919	
J. L. Washburn, Resident Director.....	Duluth
Term expires 1921	
A. P. White, Resident Director.....	Bemidji
Term expires 1919	
E. J. Jones	Morris
Term expires 1919	

Calendar 1918-1919

Summer Term

Enrolment of Students.....Monday, June 17, 1918
Class-work beginsTuesday, June 18, 1918
Term closesFriday, July 26, 1918

Fall Term

Enrolment of Students.....Tuesday, September 3, 1918
Class-work beginsWednesday, September 4, 1918
Term closesWednesday, November 27, 1918

Winter Term

Enrolment of Students.....Tuesday, December 3, 1918
Class-work beginsWednesday, December 4, 1918
Christmas Holidays begin.....Friday, December 20, 1918
Work resumedTuesday, January 7, 1919
Term closesFriday, March 7, 1919

Spring Term

Enrolment of Students.....Monday, March 10, 1919
Class-work beginsTuesday, March 11, 1919
Easter Vacation begins.....Friday, April 11, 1919
Work resumedTuesday, April 22, 1919
Term closesFriday, June 6, 1919

Faculty

Eugene W. Bohannon.....President, Sociology, School Management

Graduate Indiana State Normal School, 1887; A. B., Indiana University, 1890 and A. M., 1891; Ph. D., Clark University, 1912; teacher, principal and superintendent, public schools, nine years; teacher in state normal school three years; State Normal School, Duluth, 1901—

Linus W. Kline.....Psychology, Education

Graduate Peabody Normal College, 1889; B. S., Harvard University, 1896; Ph. D., Clark University, 1898; Honorary Research Fellow, Harvard University, 1912-13; teacher and principal, public schools, six years; teacher, state normal schools, three years; State Normal School, Duluth, 1902—

Katharine D. Post.....English Composition, Literature

A. B., University of Wisconsin, 1893; student, University of Chicago, 1897-98; teacher in high schools, 1898-1905; State Normal School, Duluth, 1905—

Ruth Ely.....Librarian and Library Science

Minnesota Library Commission summer school, 1906; Duluth Public Library, 1902-06; State Normal School, Duluth, 1906—

Charles H. Frazee.....Botany, Zoology, Elementary Science

A. B., Earlham College, 1903; A. M., Indiana University, 1905; teacher in public schools and college instructor, eight years; State Normal School, Duluth, 1909—

Carl E. Wallace.....History and Civics

A. B., University of Kansas, 1896 and A. M., 1897; student, University of Chicago, 1903-05; teacher in public schools and college, eleven years; State Normal School, Duluth, 1910—

Eugene Van Cleef.....Geography, Physics

S. B., University of Chicago, 1908, and graduate work 1908-1910; student, University of Leipsic, 1913-14; State Normal School, Duluth, 1911-1913, 1914—

Margery Strong.....English Literature, English Grammar

A. B., Oberlin College, 1902; teacher in elementary and secondary schools, six years; State Normal School, Duluth, 1911—

Mary A. Jack.....Reading, Literature

Graduate Emerson College of Oratory 1896, and graduate student 1897; teacher in secondary schools and college 1897-1911; State Normal School, Duluth, 1911—

Elizabeth PorterMathematics

Student, State Normal School, DeKalb, Ill., 1904-06; B. S., Northwestern University, 1910; teacher in public schools and state normal schools, five years; State Normal School, Duluth, 1913—

Melvia L. Danielson.....Music

Graduate Teachers' Training School, Omaha, Neb., 1906; School of Music, University of Nebraska, 1909; Columbia School of Music, Chicago, 1914; teacher in public schools seven years; State Normal School, Duluth, 1915—

Florence Aikin.....Home Economics

Graduate, Department of Home Economics, State Normal College, Ypsilanti, Michigan, 1911; summer term, University of Chicago, 1916; teacher in high school three years; State Normal School, Duluth, 1914—

Faculty

(Continued)

Delia A. Smith.....Physical Education, English
B. A., Wellesley College, 1912; student, Dartmouth summer school, 1914; graduate work, physical education, Columbia University, 1914-15; State Normal School, Duluth, 1915—

Clare L. Shaver.....Drawing, Manual Training
Graduate, State Normal School, Duluth, 1909; student, Columbia University, 1912-13, and summer, 1916; teacher in public schools, five years; State Normal School, Duluth, 1915—

Olive B. Horne.....
Training Teacher, Seventh and Eighth Years, Elementary School
Student, Cook County Normal School, Chicago, 1894-95, and Teachers' College, Columbia University, 1910-11; teacher public schools, ten years; State Normal School, Duluth, 1903-1910; Eastern Illinois State Normal School, 1911-14; State Normal School, Duluth, 1914—

Ray L. Leland.....
Training Teacher, Fifth and Sixth Years, Elementary School
Graduate, State Normal School, Duluth, Minn., 1907; B. S., Teachers' College, Columbia University, 1911; post-graduate work University of Minnesota, 1914-17; and Teachers' College, 1917; teacher elementary and high schools four years; teacher University High School, College of Education, University of Minnesota, 1914-1917; State Normal School, Duluth, 1917—

Katherine E. Ross.....
Training Teacher, Third and Fourth Years, Elementary School
Student, Olivet College, 1901-1902; graduate, State Normal School, Marquette, Michigan, 1915; Ph. B., University of Chicago, 1917; post-graduate, University of Chicago, 1917; teacher in public schools five years; State Normal School, Duluth, 1917—

Gertrude Brown
Training Teacher, First and Second Years, Elementary School
Graduate, State Normal School, Duluth, 1907; student, Teachers' College, Columbia University, summer 1915; teacher public schools 1907-1914; State Normal School, Duluth, 1914—

Emma GheringKindergarten
Graduate, State Normal School, Winona, Minn., 1909; B. S., Teachers' College, Columbia University, 1913; teacher in public schools three years and normal school one year; State Normal School, Duluth, 1914—

Delia G. Mattocks.....Penmanship
Graduate Ohio Business University; State Normal School, Duluth, 1914—

Blanche Patterson.....Secretary and Accounting Officer
W. H. Salter, M. D.....School Physician

Additional Teachers, Summer 1917

Edna B. Mahnke.....Rural Education
Supervisor Rural Schools, Grand Rapids.

L. H. Pryor.....Civics and Geometry
Superintendent Schools, Hinckley.

The Establishment and Organization of the School

The State Normal School at Duluth was established by an Act of the State Legislature in the Session of 1895, and registered its first students in September, 1902. The number of graduates from the institution is now near seven hundred. In this time the original building has been doubled in capacity and two excellent dormitories have been constructed. These are admirably located in the center of the finest residence district of Duluth and at a height of more than three hundred fifty feet above the level of Lake Superior, affording a remarkable view of that beautiful body of water.

Its special purpose is to prepare teachers for the elementary schools of Minnesota. Therefore all who enter are required either to pledge themselves to teach in the State or to pay tuition.

The Work is both theoretical and practical. In the Normal Department instruction is given in the subjects of the elementary school curriculum and those special subjects necessary to an intelligent understanding and appreciation of the problems of elementary education. The Training Department, which includes a kindergarten and eight grades, supplies the opportunity for observation and student-teaching. The Standard Course of Study and an extended list of electives are administered in such a way as to provide the special instruction required by the different classes of elementary teachers. The State Normal Board has authorized different groupings of subjects for the special preparation of kindergartners, teachers in the lower, middle and higher grades, and supervisors of elementary school work. In addition special courses are authorized for the preparation of teachers of Home Economics, Drawing and Manual Training and Music.

Two years ago an optional year of work was added to the standard course in response to the suggestions of school superintendents, who desire teachers with a more extended preparation. This extended course of study leads to The Special Diploma in Elementary Education and will qualify the holder for positions in Junior High Schools, the Normal Training Departments of High Schools and for the principalship of graded schools of every class. Former graduates of the school should find in the work of this additional year the special preparation which will lead to more responsible positions, while all who may complete it with credit have the assurance of school superintendents that their services will command a higher rate of compensation. It is especially desirable that those who may wish

to enter on the work of this course the coming year give early notice of their decision.

"Because of its favorable location in the midst of a large industrial community," the Duluth Normal School has been designated by the Federal Board for Vocational Training, the State High School Board and the State Normal School Board, to train trade and industrial vocational teachers, under the Smith-Hughes Act, and will undertake such work just as soon as there is a demand for it and the courses can be organized.

The standard length of time required for graduation is two years for graduates from approved high schools, and for those who enter without high school credits, five years. Completion of the extended course leading to the Special Diploma in Elementary Education, referred to in the preceding paragraph, requires an additional year. Students of both classes may obtain temporary teachers' certificates before graduation by completing in a satisfactory manner a specified list of subjects.

The regular school year is thirty-eight weeks in length and is divided into three terms of approximately equal length.

A Summer Term of six weeks is held each year. The time for the session of 1918 is June 17 to July 26. The work has been planned to meet three classes of needs: (1) Those of persons who must meet the professional and academic requirements for a teacher's certificate; (2) those who wish to earn credits toward the completion of the regular course in the Normal School, and (3) those who have it in mind to prepare for the more specialized teaching positions for which the Special Course in Elementary Education qualifies. Detailed information is supplied by the Summer School Circular, which will be mailed on request.

REQUIREMENTS FOR ADMISSION

Persons holding a State teachers' certificate of the second or a higher grade, and graduates of approved high schools having a four years' course who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months), will be admitted without examination. Others will be required to pass examinations in arithmetic, English grammar, geography, United States history and physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be permitted to undertake the work. Fifteen is the minimum age for admission.

Graduates of high schools who elect to complete the work for the elementary diploma (12 credits) will be required to present satis-

factory entrance records in civics, United States history, physiology, one biological science (botany or zoology), and one physical science (physics or chemistry), or to earn credits in these subjects after entering the Normal School. The record in physics must represent not less than one full year's work.

Preferred High School Work. The following named high school subjects are urged as necessary prerequisites for successful work in the normal school on the part of high school graduates: English, 3 years; biology (botany or zoology and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: U. S. history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, 1 semester; drawing, 1 semester; vocal music, 1 year; industrial subjects, 1 year; penmanship ability of 70, Ayres, or of 14, Thorndike scale.

Students from high schools offering less than the four years of work will be admitted to the five-year course with such advanced standing as may be justified.

ADVANCED STANDING

High school graduates who shall have had, as post-graduate work, not less than a half year's course in Normal subjects as offered in the State high schools may be credited for subjects in which they shall have completed a full semester's work, provided (1) that these credits shall apply only in the case of those who become candidates for the diploma, (2) that the president reserves the right to test the quality of work for which credit is asked, and that not more than six term credits shall be allowed for such work.

Anyone holding a State teacher's certificate of the first grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined by the president of the school in conference with the student, (3) that the average of the certificate shall be not less than 75 per cent and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed, proportionately.

SPECIAL STUDENTS

Persons holding a teacher's certificate of the second or a higher grade and having taught in any public school in this State with ability and success for a year may be admitted to the school for the

purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

ADMISSION TO THE UNIVERSITY OF MINNESOTA

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the sophomore year of the State University, and those who complete the regular two-year program for high school graduates are admitted to the junior year of the College of Education and can complete the course for the degree of Bachelor of Arts in Education in two years.

DIPLOMAS AND TEACHERS' CERTIFICATES

The Diploma of the school is valid as a State first grade certificate for two years and upon endorsement, after two years of successful teaching experience, for life. This diploma is a legal qualification to teach in any grade of the elementary schools of the State.

The Elementary Diploma is valid as a State first grade certificate for three years and is not subject to endorsement, though the Superintendent of Education will issue a first grade certificate to those who teach successfully for the three years and are endorsed by the president of the school. Since September, 1915, this diploma has not been valid for teaching in any of the graded schools of the State unless the holder had taught in such schools prior to that date.

The Special Diploma in Elementary Education, by recent action of the State High School Board, will be, beginning with September, 1919, the minimum qualification for: (1) "Teachers of high school subjects in State graded schools"; (2) "Instructors in junior high school departments which shall be understood as covering the 7th, 8th and 9th grades"; (3) "Teachers of home economics in State graded schools (\$250 aid). It is understood these teachers will be classified as teachers of high school subjects." It has been agreed between the High School Board and the State Normal School Board "that it is desirable that the principals of all graded schools should be required to have the minimum training of the three-year course under discussion. At the present time all qualifications of principals of graded schools are defined by the general statutes. This proposed change would involve legislative action. The earliest date at which it would seem feasible to make the proposed requirements for principals of graded schools would be September, 1920."

Upon the recommendation of the president of the school, the Superintendent of Education will issue a State certificate of the first grade, valid for two years and subject to renewal for a period to be fixed by himself, to those who complete twelve units of work on the two-year program for high school graduates and to those who complete thirty-six units of the five-year program, provided one of the credits be for Rural School Methods, Observation and Practice. No such certificate will be renewed, however, except in the case of those who shall complete a full term (four units) of additional work in the school.

Those who complete twenty-four units of work, including the elementary subjects of the five-year program, may obtain, with the endorsement of the president, a State second grade certificate.

GENERAL INFORMATION

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year. Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and Torrance Hall are homes for young women attending the school and are situated on the campus near the main building. Both are of fireproof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantries, dining-rooms and reception rooms. All floors have lavatories and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes dryers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, a study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that the rates for the coming year will be seventeen, eighteen and nineteen dollars a month. No deduction will be made for absences of less than a week. All payments must be made four weeks in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment, but will not be returned if the reservation is cancelled after June 1st, or August 15th. All such applications should be sent direct to the Office of the President.

Those who do not plan to live at one of the halls and whose homes are not in the city, must choose a boarding place with the advice and approval of the school and will avoid embarrassment by not making such arrangements before having such advice and approval.

Students Entering for the First Time must bring with them, or present in advance, proper evidence of their qualifications for admission. In the case of high school graduates this will be a certificate of such graduation and a transcript of the record made in the high school. Those who are not high school graduates must present either the diploma or high school board certificates showing completion of the work of the eighth grade. Persons who expect to obtain advanced standing for work previously done must present official statements showing the amount and quality of such work.

Applicants for Admission will present themselves at the office of the president, where they will be referred to proper committees on examination or classification.

The Buildings are situated on East Fifth Street, between Twenty-second and Twenty-third Avenues, and one block from the Woodland and East Fourth Street car lines, and may be reached by taking an East 4th, a Woodland or a Hunters Park car, going east. Students who are not acquainted with the city should call at the president's office on arrival.

The School Physician meets each student at the beginning of each year for the purpose of determining whether her health is such as will justify her undertaking the work of preparing to teach. No one is permitted to proceed with the work of the school without his approval.

Additional Information will be supplied on application to President's Office, State Normal School, Duluth, Minn.

The Course of Study and Arrangement of Programs

FOR HIGH SCHOOL GRADUATES

Junior Year	Hours	Senior Year	Hours
Arithmetic 1, 2.....	120	History (U. S.) 1.....	60
Drawing	60	Hygiene and Sanitation.....	60
Elementary Science.....	60	Literature	60
Geography 1, 2.....	120	Manual Training.....	60
Grammar 1, 2.....	120	Psychology 2	60
Music	60	Reading	60
Penmanship	30	Sociology	60
Psychology 1	60	Themes	60
Theory of Education.....	60	Teaching 1, 2, 3.....	180
Civics	60		

Electives 1918-1919

Group One. Kindergarten Theory 1, 2, 3. Technics. Primary Methods. Physical Education 1. These six term-units may be substituted for Arithmetic 2, Geography 2, Grammar 2, Theory of Education, Civics and Manual Training 1.

Group Two. Domestic Art 1, 2, 3, and Domestic Science 1, 2, 3, in place of Arithmetic 2, Elementary Science, Geography 2, Grammar 2, Civics and Manual Training 1.

Group Three. Physical Education 1, 2, 3, in place of three term-units to be designated by the program committee.

Group Four. Music 2, 3, in place of two term-units to be designated by the program committee.

Group Five. Drawing 2, 3, in place of two term-units to be designated by the program committee.

Group Six. Methods for the Lower, Middle or Higher Grades and Rural Schools in place of one term-unit to be designated by the program committee.

A sixty-hour course in **Library Science** will be offered, should a sufficient number desire it.

The previous training and the special purpose and aptitude of the student will be the controlling factors in arranging for electives. The advice and approval of the Committee on Program must be had in every instance.

FOR THOSE WHO ARE NOT HIGH SCHOOL GRADUATES

First Year	Hours	Fourth Year	Hours
Algebra I, II, III.....	180	Chemistry I, II, III.....	180
Drawing I, II.....	120	Grammar 1, 2.....	120
English Composition I, II....	120	Literature III, IV.....	120
Geography I, II.....	120	Physiology	60
Music I.....	60	Psychology 1.....	60
Reading I, II.....	120	Sewing	60
		Teaching 1.....	60
		Theory of Education.....	60
Second Year			
General History I, II, III....	180		
Manual Training I, II.....	120		
Music II.....	60	Fifth Year	
Geometry I, II, III.....	180	Children's Literature.....	60
Rhetoric	60	Civics	60
Zoology I, II.....	120	Cooking	60
		History of Education 1.....	60
Third Year		Penmanship	30
Arithmetic 1, 2	120	Psychology 2.....	60
Botany, I, II.....	120	School Management.....	30
English History.....	60	Sociology	60
Literature I, II.....	120	Teaching 2, 3.....	120
Physics, I, II, III.....	180	Themes	60
U. S. History 1, 2.....	120	Elective*	120

*The 120 hours of electives will be chosen from those listed on page 12.

The Arabic numerals used in this program indicate that the subjects which they follow are to be taken with classes of high school graduates.

SPECIAL COURSE IN ELEMENTARY EDUCATION

For Those Who Have Completed the Two or the Five-Year Program

	Hours		Hours
Educational Administration ..	60	Physiology and Sanitation....	60
Educational Sociology.....	60	Teaching	60
English Composition.....	60	Elective	360
Literary Interpretation.....	60		

The three hundred sixty hours (six term-units) of elective work may be chosen partly from the list of electives on page 12, and partly or entirely from advanced courses in English, History, Economics, Mathematics and Geography, to be arranged as may be required.

Descriptive Outline of the Work

DRAWING

"Art is not a thing to be done, but the best way of doing whatever is done."

The realization of this truth, together with the desire to stimulate an interest in and an appreciation of the beautiful in all things is the underlying purpose of all the work.

I.—A foundation is laid for orderly, consistent and accurate work and for a freedom of expression to bring out the individuality of the student. As design should be the basis of all the work, much time is given to it and the principles applied to good lettering, cover compositions, borders, surface and landscape composition. Color theory and color making is studied and a portfolio made. For the purpose of increasing one's general knowledge and to stimulate an interest in the fine arts, one day a week is given to the study of art history. This consists of a series of illustrated lectures and reviews and includes Egyptian, Grecian, Roman, Early Christian and Italian art.

II.—This is a continuation of I. It includes a further study of art history, taking up Dutch, Flemish, German, Spanish, French, English and American art; also perspective drawing, drawing of still life and studies from life and nature which are rendered in the following mediums: pencil, charcoal, crayon and water color.

1.—This course is for high school graduates and includes a study of the principles of good lettering, composition and design, perspective, color theory and drawing from objects, nature and life, and relates these to work in the various grades, aiming to prepare students to teach drawing in the grades. This also includes a study of art history.

2.—This course is for the student who wishes to devote more time to the several phases of work indicated in Drawing 1. It will lead to the development of greater technical ability and to a higher appreciation in the field of art. The term's work will include a special study of some topic in art history to be reported in a term paper.

3.—A part of the work in this course consists in outlining a brief course in drawing for the grades. When the ability of the class justifies it, some time will be given to the study of art as applied to the home and costume. Some advanced problems in design, charcoal and water color studies will be introduced.

EDUCATION

Since the art of teaching in elementary education has to do (1) with the community and the patrons of the school, (2) with the management of the school, (3) with the pupils in their school relations and (4) with the uses of the course of study, the courses in education are arranged and taught so as to prepare teachers to do this fourfold service.

In general the courses of the junior year are introductory, setting and arranging problems in elementary education, while those of the senior year are intended to furnish practical and theoretical aids for the solution of those problems. Accordingly the more general and untechnical courses, such as the conditions of learning, school room observation, elements of sociology, etc., are as far as possible presented first, and the applied and technical courses, consisting of practice teaching and the theory of education complete the work in education.

History of Education.—This course is an elective. It offers an opportunity to study the problems of elementary education in the light of their historical development. The general problems of the course are: (1) The evolution of public free schools as a state institution; (2) The growth and development of the public school curriculum and of the organization and management of the graded school; (3) The training and preparation of teachers; (4) The historical development of methods, principles and ideals in elementary education; (5) The growth of the physical conditions and equipment of schools.

Considerable topical work and assigned reading are required.

Observation.—This course will be taken during the term preceding that in which practice teaching is done. The course is composed of three lines of work. First, there are three periods of observation each week throughout the term, giving an opportunity to become familiar with the regular work of a graded school as conducted by the Training Department and to observe model lessons taught by the training teachers. The student makes at least two reports each week on observations of the model lesson and meets the training teachers for conference once a week. Second, two class-periods a week are devoted in part to school economy and in part to the psychology of the common branches. In these periods liberal use is made of the subjects observed in the model lessons. Third, during the last month of the course the student writes at least one lesson plan a week, based upon observed model lessons and assigned reading, and also performs assigned duties in the department. A lesson plan is accepted in lieu of a written report on the observation of a model lesson.

Theory of Education.—This course is given in the senior year. Its object is to encourage and train students to discover and formulate on their own account principles of teaching and laws of learning,

and to develop and cultivate a general point of view toward methods, policies and aims in elementary education.

The subject matter is derived largely from the work of the preceding courses, but this may be supplemented as occasion requires by suitable material found in special texts, educational periodicals and monographs.

The student is stimulated to treat the material, from whatever source, in an active, critical and constructive way in order that its practical benefits to the problems of teaching and of learning may be more apparent and susceptible of ready application. Some acquaintance is made with the uses of the generally accepted class room measurements.

A term paper may be required.

The Training Department and Teaching.—The Training Department includes eight grades and a kindergarten. The work corresponds very closely with that done in the public schools of the State, includes manual training and home economics, and qualifies those who complete it to enter the first year of the high school or the Normal Department.

The teaching force consists of the instructors of the Normal Department, the respective supervisors and training teachers and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to provide an opportunity for the student teachers to develop their natural and acquired abilities for practical service in our public schools under able guidance.

The supervision consists in giving model lessons in the presence of the student teachers; in holding individual conferences very frequently, department conferences weekly and general conferences at longer intervals, in which the work of the student teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

All members of the Senior Class who are assigned to the Training Department for teaching are later assigned to a supervising teacher in the City schools for cadet work. This arrangement has been very beneficial to the students and promises yet greater benefits.

ENGLISH

The general aim of the work in English is to develop the student through appreciative study of the best authors, intelligent reading in connection with other subjects, and careful observation everywhere, so that he may learn how to express himself in refined, accurate, clear English. The other departments are expected to cooperate with the

English department in the endeavor to make every school exercise an opportunity to teach good English by example, criticism and practice.

Children's Literature.—This course aims to acquaint the student with the available material on the subject, and by so doing to disclose to him the wealth of thought, and fancy preserved in print for the child's instruction and delight; to enable the student to discriminate in selecting really good material by teaching him how to examine a book, and what tests to apply in order to determine its merit. The material used is classified as Verse,—dealing with family life, play, animals, nature, festivals, narratives based on legends and on fancy, humor, patriotism, life's teachings, and Bible poetry; Prose,—with the material classified as fables, fairy-tales, myths, legends, Bible stories and parables, historical incidents, adventure, travel, biography, miscellaneous subjects. As much reading as possible is done by the student outside of class. Reports on material read are brought to class and discussed for the purpose of developing greater discrimination through open conference. A note book is prepared to serve as a resume of material gathered and as an outline for future reference.

English Composition I.—The first half of this term is devoted to a review of punctuation, capitalization and sentence structure, with daily written work to illustrate the principles studied. During the second half of the term, a careful review of elementary English grammar is given.

II.—The principles of simple composition are studied with reference to the sentence, the paragraph, and the short theme. The careful study of models gives the pupil some understanding and appreciation of good English. He is also encouraged, through daily themes, and through oral reports on familiar topics, to express himself as freely and spontaneously as possible, to correct such bad habits of speech as he may have, and to develop by observation and practice, his own powers of expression and command of language. Fair penmanship and accurate spelling are insisted upon in all daily work.

Grammar 1.—The elements of the sentence and all the parts of speech are reviewed rapidly, after which comes a study of nouns, pronouns, adjectives, adverbs, prepositions, interjections and conjunctions. Each of these is considered under form, use, and meaning.

2.—A continuation of 1. More difficult exercises in analysis and parsing are given. Verbs are taken up in detail, with emphasis placed upon the real meaning of the conjugation. Careful attention is given to the uses of the infinitive, to distinguishing the four kinds of verbals in **ing** and to auxiliary verbs—especially to **shall** and **will**. The practical problems that arise in teaching language in the grades are continually kept in mind, and are discussed whenever occasion offers, methods being suggested and recorded. No text is used, but note books, in outline form, are kept throughout the course; careless written work is not accepted.

As grammar is only one phase of the great subject, English, the parts of which cannot properly be separated, and as English is a necessary tool in connection with other subjects, the illustrations used in the classroom are made as varied and as practical as possible. Each individual is encouraged to make a self-correction of common errors, and it is hoped that each will feel a personal responsibility for helping to maintain a high standard of spoken English outside of the classroom as well as in it.

Literature I.—(a) Mythology. Classic myths are studied with Guerber's "Myths of Greece and Rome" as the text. (b) Selections from Tennyson's *Idylls of the King*. (c) Shakespeare—Two plays are selected from the following: *The Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Julius Caesar*; *Macbeth*; *Hamlet*; *The Taming of the Shrew*.

II.—American Literature. The most representative prose and poetry are taken up under the following divisions: The Colonial Period; the Revolutionary Period; the New York Group; Southern Literature; Western Literature. Note-book outlines and general reference work in the library are required.

III.—English Poets. A careful study is made of the principal poets from Milton to Arnold, with the poems selected from "Manly's English Poetry." The periods considered are: The Caroline and Puritan Age; the Restoration; the Age of Classicism; the Transitional Period; the Age of Romanticism; the Victorian Age. Outlines kept throughout the course are based upon notes given in class and upon general outside reading, but the student must be familiar with what the author himself has said, before knowing what some one else has said about him.

IV.—English Narrative Prose. This course opens with a study of the *Sir Roger de Coverley Papers* from the *Spectator*, with outside reading and reports on such phases of life in the time of Queen Anne as throw light upon the Papers. This is followed by the study of *The Vicar of Wakefield*, one of Scott's novels—*Ivanhoe* or *Kenilworth*—and one of George Eliot's novels. As much supplementary outside reading is required in connection with the novels as is necessary to enable the student to understand the setting of the story and the author's point of view.

Reading I.—This course and the one following are required of all students of the five-year program. The aim is to develop the student's ability to interpret and express the thought of the printed page, and to lay the foundation for a discriminating appreciation of good literature. Necessary drill in enunciation and in articulation is given and the correct mould for all elementary sounds is taught. The fundamental principles of reading are applied to the selections studied in the class room.

II.—The work of the second term is a continuation of that of the preceding term, its aim being to lead the pupil by natural steps to express the thoughts of others as well as his own, simply, naturally and effectively. A part of the time is devoted to simple dramatization. Greater cooperation between the reading work and the work in composition is secured through a course in outside reading. Lists of books covering a wide range of choice and suited to young people of various degrees of development are posted in the class room. Each pupil, making his own choice, reads one of these books every two weeks throughout the year, making brief oral comments on the book and reading some passage illustrating the point under consideration in the reading class. He also hands in a brief review of the book in the composition class. This helps to unify the work in English and serves as an incentive to further and more appreciative reading.

Reading 1.—This course, which is required of high school graduates, is a modification of Reading I and II. Following a review and discussion of the principles underlying reading, together with daily practice in developing these principles by illustration, a thorough drill is given in phonics. Faulty enunciation due to physical defects or habitual carelessness is discussed, together with the means of correcting such irregularities. Difficulties experienced by those accustomed to a foreign tongue are also considered as well as the means to correct these difficulties. A considerable portion of the time is given to a study of the principal methods of teaching reading in the grades. These are compared with a view to determining their special merits as well as their special adaptability to certain types of children. In connection with this work the members of the class observe the work in reading in the Elementary School and also in the city schools. This work in methods is followed by class room discussion.

Rhetoric.—The two-term course in English Composition or its equivalent is a prerequisite for the course in rhetoric. The principles of unity, coherence, emphasis and growth are studied from a practical point of view. The text book is used merely as a background, a reference book to which to turn for standards and principles. The aim sought is freedom and accuracy of expression leading toward the goal of beauty and effectiveness of speech. To this end a reputable weekly magazine is subscribed for by each member of this class, both to furnish models of effective composition and to stimulate such interest in affairs of the day as will seek outlet in free discussion. From this desire to give one's opinion on various subjects will develop the ambition to state that opinion effectively. Free and kindly mutual criticism is encouraged in class as being an effective aid in developing personal judgment of what constitutes effective speech as well as having a salutary effect in correcting habitual carelessness of expression. Two-thirds of the work is oral; the remaining third, written.

Themes.—An advanced course in composition in which punctuation, letter-writing, and the principles of composition and rhetoric are briefly reviewed, and exposition, description and narration carefully studied. Famous short stories are assigned as outside reading. The purpose of the work is to gain free, natural, ready oral expression and some appreciation of the finer things in everyday life.

HISTORY, CIVICS AND SOCIOLOGY

In all the work it is a part of the purpose to acquaint the student with the literature and other material especially suited to the pupils in the various grades of the elementary and grammar schools, as well as with the more advanced literature which he himself should use. To accomplish this, constant use is made of the library, which is well equipped to serve both purposes. A broad and accurate knowledge of historical facts is regarded as a prerequisite to the correct interpretation and teaching of history and kindred subjects. Special attention is given to the growth of political ideas and to the contributions made to civilization by different peoples. Effort is made to show the development of political institutions and civilization as an evolutionary process. The influence of geography upon history is studied. The pupil is required to keep a notebook and at times to make reports, written or oral, upon special topics.

Civics.—Students are required to master the general principles of society and government; after that, an outline of the government of the United States, the State of Minnesota, and of a county, town and city in Minnesota. The methods of nominating public officers, and the duties of citizens in a republic are studied carefully. That is the point of view from which such questions as minority representation, initiative and referendum, and government by commission are inquired into.

English History.—The general development of the English people and government is studied through the reign of Elizabeth, from which point an attempt is made to show the relation existing between the history and constitutional development of England and that of the United States.

General History I.—A general survey of the origin and spread of civilization and of the development of political and social institutions in the Orient and Greece. A knowledge of the thought, life, character and emotions of the Greeks and of the achievements of the great men of that illustrious race is regarded as a treasure for the enrichment of the lives of the young.

II.—A study of the rise of Rome, the expansion and organization of her power during the Republic, its reorganization under the Empire, its final disruption at the time of the German invasions and the transformation of the ancient pagan empire into the medieval

Christian empire of the Germans under Charlemagne. The social and economic causes of the failure of self government among the Romans are carefully analyzed as having a present day significance.

III.—A study of medieval institutions, habits and ideas and how they were supplanted by those of the present. It includes such topics as the rise and prevalence of feudalism, the Crusades, the growth of the Papacy and its contest with the Emperor, the development of cities and the middle class, the Renaissance and the Reformation, the growth of nations, the struggle for constitutional government and democratic institutions, the French Revolution and the expansion of Europe. European conditions which influenced American history are made prominent.

History of the United States. 1.—A course dealing with the beginnings of our national existence from the discovery of America to the end of the War of 1812. It includes a study of the conditions affecting colonization, the period of discovery and settlement, the rivalry of the French and English, the Revolutionary War, the creation of a central government and its foreign and domestic problems. Our relations with Europe are carefully analyzed.

2.—A study of the outlines of our political, constitutional, economic and social development from the War of 1812 to the present day. Among the more prominent topics for discussion are the national awakening, the development of democracy, the struggle over slavery, Civil War and Reconstruction, the rise of new economic and political conditions and the question of expansion.

Sociology.—This course is necessarily very brief and is limited to a consideration of the problems of society, a knowledge of which should prove of the greatest practical value to teachers. It begins with an examination into the origin and nature of human association and rests upon the generally accepted view that the various social institutions are the result of a long and slow process of evolution. This view is at the basis of the more detailed consideration given to contemporary social problems, especially those which relate to the family, the school, government in its various phases, and to society in the sense generally meant when we speak of "social welfare."

HOME ECONOMICS

The special aim in this work is to meet the frequent demands for teachers who can combine a limited amount of instruction in elementary home economics with their regular work as teachers in the grades. A year of chemistry and a semester of physiology are prerequisites.

Domestic Art 1.—This term's work includes a study of textiles with special reference to the sources of the various fibers and the manufacture and adulteration of fabrics; microscopic examinations

and chemical experiments and the preparation of textile charts. Some time is devoted to laundry processes, including the removal of stains. The sewing in this term includes all the stitches that can be applied to plain hand work.

2.—The work of this term is devoted to the further application of the principles developed in 1, and involves the selection of materials and the making of plain undergarments, from commercial patterns. The hygiene of clothing is considered and clothing budgets are kept by each student.

3.—Keeping of the clothing budget is continued. The drafting of simple patterns and the study and alteration of commercial patterns are applied to the cutting and making of a simple waist, a wool skirt and a wash dress, with special reference to suitability of color and design. Some time is given to the repair of clothing.

Domestic Science 1.—The problems of household management, such as the location, construction, heating, ventilating and lighting of a house; the water supply and disposal of wastes, markets and the milk supply, and cleaning processes illustrated by experiments, the management of income, division of labor and labor saving devices together with house furnishing constitute the material for the work of this term.

2.—This is a course in foods and cookery and requires a study of the composition, structure, digestibility and nutritive value of foods together with observation of the physical and chemical changes which take place during cooking. Sufficient practice in the care and preparation of all typical foods to insure success in cookery is required.

3.—The work in this term includes the preparation and serving of meals in accordance with dietetic standards. Attention is given to school lunches and some time is given to infant feeding, invalid cookery, and emergencies in the home to the end that the teacher or homemaker may be enabled to recognize the prevalent children's diseases and prepared to care for the slight ailments which are often met with in the home and the school.

KINDERGARTEN

The growing demand for kindergartners who are at the same time prepared for work in the lower grades and for lower grade teachers who have had considerable training in kindergarten work has necessitated closer cooperation between these two departments of the elementary school. All students of the kindergarten course spend at least three months in the lower grades and devote one term to lower grade methods. Only those persons who have completed the standard high school course and are able to play the piano and sing reasonably well are eligible for the course.

Kindergarten Theory 1, 2, 3.—The year's work in kindergarten theory consists mainly of the study of child life during the first seven or eight years and of the culture materials which will meet the needs of the growing child in the best way in these years. Some of Froebel's works are studied for suggestions in the selection of materials embodying social values in relation to the interests and needs of the child of four to five years of age. Some study is made of universal child playthings in connection with class experimentation for the sake of exemplifying the principles underlying the kindergarten methods. Some time is given to the study of rhythms, marches, folk dancing and games and an attempt is made to develop some skill in practicing and teaching them. The work with children's stories develops an appreciation of the importance of story telling as an educational factor. This requires a knowledge of the best stories for young children with opportunities for oral telling to both children and adults and the development of the power to make suitable adaptations to children's needs.

Technics.—This course is intended to give a general survey of the history and the present problems of the kindergarten. It seeks to make use of the best educational principles in determining the character of the kindergarten programs and in making a critical study of typical programs. Planning programs for parents' and mothers' meetings and making lists of the supplies and equipment suitable for the kindergarten are important features of the work.

Primary Methods and Physical Education will be given as outlined in the sections devoted to those special subjects.

Teaching 1, 2, 3.—All students in this course will have two terms of teaching in the kindergarten and one in the lower grades. They will have opportunity to participate in every phase of kindergarten procedure, assuming the responsibility of directing the circle talks, rhythm work, marches, games, stories, hand-work, excursions and special celebrations, thus learning how to make appropriate use of the instinctive activities of children. Conferences are held for the discussion of the teaching problems and for a critical study of the kindergarten program.

LIBRARY SCIENCE

It is not the purpose of this course to train teacher-librarians. It is planned (1) to give students a working knowledge of library methods and library guides and (2) to acquaint them with the best books in the field of children's literature. It includes a study of the physical make-up, the care and mending of books, their classification and arrangement; the use of periodical, poetry and short-story indexes; the use of dictionaries, encyclopedias, atlases and hand-books;

the use of the simpler government documents, such as the bulletins of the Bureau of Education and the Department of Agriculture; the selection and some study of children's literature.

MANUAL TRAINING

I.—The work of this term includes cardboard construction, weaving, basketry, leather tooling and stenciling. Principles of design are reviewed and the students apply as many of their own designs as possible.

II.—The main features of the work of this term are the care and use of the common wood working tools, the principles of construction as based on strength, durability, proportion, adaptation to purpose, decoration and finish, and the actual practice in wood working.

1.—A course for high school graduates which offers practice in cardboard construction, weaving, basketry, leather tooling, stenciling and wood-block printing. It is the aim to help the student to understand the principles relating to the various crafts and enable him to relate these to the other studies in the school curriculum.

MATHEMATICS

Algebra I, II and III.—The four fundamental operations, simple equations, simple fractions, graphical representation, factoring, simple equations of two or three unknowns, problems.

Arithmetic 1.—The fundamental arithmetical processes are studied in their logical relations, generalized for common practice, drilled upon as needed, and discussed as to grade-school presentation and use. The work of the term includes numeration and notation, with a little of their history, addition, subtraction, multiplication, and division of integers, fractions and decimals. Wise methods of problem attack, good page arrangement, and precision of statement are developed, then required. Some additional topics, as square root, longitude and time, and the denominate numbers are used as the basis for this problem work, and the fundamental problems of percentage are introduced as special cases under decimals.

2.—The applications of arithmetic to modern business, and mensuration of plane figures and the five fundamental solids, occupy nine weeks or more. Serious effort is made to keep the commercial work actual but not technical, and to require the accuracy that the business world expects. The work in mensuration is training in visualizing, judgment, and reasoning, not in memorizing formulas. Reports on required reading, covering methods that have been historically important, the work of the great teachers in this field, current questions about aims and changing emphasis, and recent tests and their value, gives some background for judgment and acquaintance with helpful authorities.

Geometry I.—"Geometry is and is likely to remain primarily a cultural rather than an informational subject," but it misses its cultural value, too, if the theorems are not closely connected with simple applications in mechanics and design. Formal demonstration is preceded by elementary construction work, from which can be collected the fundamental facts and assumptions which are needed as reasons in demonstration. After some ten theorems on triangles have become familiar, lists are made of ways to prove two triangles congruent, ways to prove two angles equal, etc. These lists are extended as new theorems are mastered. Theorems are developed in class analytically, then assigned for study of the accurate wording and logical form of the text-book; proofs other than those of the text are encouraged. The work of the first term includes the essential theorems on triangles, parallel lines, and quadrilaterals, simple applications of the locus idea, and original construction problems.

II.—The work of the second term includes theorems on the circle, proportion, similarity, areas of polygons, and regular polygons. Greater independence is developed in construction, in argument, and in choice of attack on new problems.

III.—The work of the term in Solid Geometry begins with the simple conventional figures, attempting no demonstrations until the pupils can represent satisfactorily (e. g.) a line in a plane, a line parallel to a plane, etc. A few figures are constructed in three dimensions, with cardboard, sticks and thread, but this is not carried far enough to interfere with the training of detailed visual imagery. Only the fundamental theorems concerning lines and planes in space, polyhedrons, cylinder, cone and sphere, are required, and the method is as near laboratory work as the subject and class-hour permit.

MUSIC

The special aims of the work in music are to inspire the students with a love for good music, to develop skill in reading music at sight, to acquaint them with available music material and to familiarize them with effective methods of presenting the subject to children.

I.—The work of this term includes sight reading of simple songs, using light voice and good phrasing, ear analysis of rhythmic and melodic problems as found in song and the reproduction of these problems when heard; theory of music as required for teaching in the public schools, including problems of notation, key building, signatures, major and minor modes, chromatics, transposition, study of clefs, rhythmic and melodic forms and their function.

II.—The important divisions of the term's work are: voice and tone production with the application to music in the grades; child and adult voice; leadership and conducting; modern methods of presenting music to children with demonstration lessons and observa-

tion of music classes; music problems of the several grades, principles of pedagogy and psychology and music literature.

1.—This is a course designed for high school graduates or other students having an equivalent preparation. Some of the work is selected from Courses I and II as the needs of the students may require. The methods outlined in Course II will be presented in illustrative lessons, suggestive for teachers in the grades. Another modification of the work of these two courses is planned to meet the needs of students in the kindergarten training course. It embraces a study of the more important features of Courses I and II with special reference to transposition, the child voice, methods in kindergarten music, ear training in pitch and rhythm, selection of song materials and methods of song presentation.

2.—This is a continuation of Course 1 and calls for more extended and detailed consideration of the work outlined in that course. It includes advanced sight reading, review of the theoretical work in methods, and elementary harmony. All the work is related directly to the problem of music teaching in the grades. Some consideration is given to orchestral music in the school.

3.—This course calls for a study and analysis of simple musical forms. The development of music appreciation through a wider acquaintance with good music, some consideration of the use of the phonograph, of music literature for choruses and glee clubs, the theory of conducting and the use of the baton, together with something of the history of music.

Chorus.—Two periods per week are required of all students. The work attempted constitutes a basis for interpretation and appreciation.

Glee Club.—Students who enjoy singing are urged to join the glee club which affords both recreation and additional training in music.

PHYSICAL EDUCATION

The aim of the work is (1) to improve the general health, muscular response and posture of the student; (2) to foster in the student the desire for organized active play; (3) to develop a sense of rhythm and dramatic expression; (4) to provide the student with material for teaching folk dances and games in the school-room and on the playground.

At the beginning of the year each student is examined by the school physician and the physical director. In case of physical inability the student is advised to leave school, while students in need of corrective work are assigned to regular classes.

The regulation uniform consists of a white middy blouse and black tie, black bloomers and tennis or ballet shoes.

1.—Games and folk dances. An elementary course in marching, Swedish gymnastics and games of skill. The emphasis is placed on the games, particularly those which may be played out of doors. Some of the simple folk dances are taught.

2.—Folk and festival dances. This course includes folk dances, the easy English country dances and pantomime dancing. Simple rhythmic exercises and the fundamental dance steps are taken up as a preparation for further work.

3.—Advanced folk and festival dances. A course for students who have previously studied dancing. The class work consists of the more difficult folk dances. English country dances, and interpretative dancing. Each student has the opportunity to teach one or more of the simple folk dances.

Basket ball, volley ball and indoor baseball are open to all students. Inter-class games are played.

PSYCHOLOGY

I.—This course includes a study of the principles and laws of mind that contribute to the solution and control of school problems. These laws and principles are derived from four interrelated factors involved in the pupil's behavior:—**stimuli, mechanism and capacities, responses and results.** Stimuli as they affect the pupil are conceived and described as the activities of the teacher and of the pupil-group, the course of study and the physical conditions of school and climate. The mechanisms and capacities of the pupil are listed and described as receptive, central or associative, motor or reactive, apperceptive, imaginative, recognitive, inhibitive, etc. The pupil's responses are viewed as resultants of the component operations of stimuli and capacities. Here are considered perceiving, imaging, recognizing, judging, willing and the forms of expression including the social responses. Finally, results are classified and studied as habits, personal, moral, social, vocational; skill as involved in the common arts; ability to control self, others and things; intelligence, knowledge and culture.

II.—This course is devoted to genetic psychology. It considers the growth and development as well as the laws of child behavior that are chiefly dominant during the school age and that function in his life as a pupil. The view point is genetic and functional. The general topics are the relation between structure and function; growth and development; stages of development as marked by native behavior, by interests, by powers of discrimination, by the attitudes of attention, of emotion and of sentiments, by powers of motor control, by social responses and by the strength and complexity of the higher thought processes. Reports of personal observation on a specific form of child behavior, and oral and written reports on assigned

topics are required. Original investigations in child life as found in special texts, periodicals and monographs are studied and discussed in class. A term paper is required.

SCIENCE

Botany.—The most desirable botanical knowledge, as well as the best training the study of botany can give, is obtained by means of first hand work with plants or plant organs accessible to students working in the laboratory or field. The knowledge and experience gained in this way should enable students to do practical work in raising plants as an application of principles learned. In a word, the work aims at first hand knowledge of plants with a practical outlook.

I.—The student begins the course by becoming acquainted with trees and fall flowering plants. In addition to the identification of these, field work includes the study of the light relationship of leaves, relationship of flowers and insects, seed production and dissemination, adaptations to climatic conditions, autumn coloration, care of trees, plant diseases and plant enemies, and something of elementary forestry. The structure of leaf, stem, root, and flower of some higher plant is studied in the laboratory as adaptations to the work these organs perform. Plant physiology includes an experimental study of the movements of liquids within the plant, absorption and evaporation of water by the plant, food making, food digestion and translocation, respiration, and growth responses to influences outside the plant.

II.—Germination, growth, and irritability are considerations that develop from the seed study. Several types of seeds are examined in respect to their structure and their food content. Heredity, seed selection, storage, germinating tests, when and how to plant; these considerations are followed by an inquiry into the uses of the parts of seeds, growth of embryo into seedling, development of seedling into an adult plant, and measurement of growth under varying conditions as of temperature, moisture, and light. About four weeks are spent in the study of plants producing decay, fermentation, and disease (molds, yeasts, and bacteria). Soils, gardening, crop improvement, plant breeding, and other subjects are considered in laboratory work, reports, lectures and recitations.

Chemistry.—The rapidly growing interest in home economics and in agriculture is causing these subjects to assume slowly the aspects of exact sciences. At the present time it is becoming necessary for those pursuing these subjects to understand at least the elements of chemistry and its application to plant and animal life, and to human foods. The following course is arranged with reference to this point of view.

I.—The first term's work is a study of those basic principles and laws of chemistry which are essential to an understanding of the work offered in the terms to follow.

II.—Chemistry of Plant and Animal Life. This includes the composition of the plant and animal bodies; of plant and animal food, and plant growth.

III.—Chemistry of Human Food. A term's work in the study of human food and nutrition; relative value of foods; comparative cost; dietary studies; bacteria in relation to food preservation, with some attention to the application of tests for adulteration in foods. Laboratory experiments form an important part of the year's work; at least one-half the time is given to this.

Elementary Science.—The work consists of field work, laboratory work and recitations. Lessons are planned and methods of presentation discussed. The subject matter includes trees, birds, fishes, mammals, insects, wild and cultivated plants, flowerless plants, bacteria, seeds, soil, sky. It is intended to make this course good science as far as it goes but not to be profound or comprehensive. These subjects are studied as forces and factors of one's environment of which we should take intelligent account.

Geography I and II.—The physical geography of the earth is studied to give a basis for subsequent studies in general geography. While topographic forms are given careful consideration, special attention is given to the study of atmosphere and climates. At all times the relation of man to his physical environment is kept foremost. A practical application of principles established is made whenever possible.

Equipment, such as wall maps, topographic maps, rocks, instruments for recording weather data, and lantern slides, is employed in conjunction with all the work. The immediate locality offers rather exceptional opportunities for field trips.

Geography 1.—The more important phases of physiography are studied in preparation for the work of the second term. The influence upon man of the physical features of the earth, such as soil, relief and climate are constantly emphasized. An effort is made to show that each individual may improve his possibilities for success if he will enlarge his acquaintance with the facts of geography.

2.—Having learned some of the fundamental principles of general geography in the first term, time is now spent on a detailed application of these principles to the United States. Economic, commercial, political and historical geography are touched upon and correlated. In the presentation of all this material the student is impressed with the fact that use will be made of it in teaching in the grades. Excursions are conducted both in this term and that preceding.

Hygiene and Sanitation.—"Public health is the foundation on which reposes the happiness of the people and the power of a country."—Disraeli.

This course is devoted mainly to a consideration of matters pertaining to the teacher's health, the hygiene of the school child, child development and school sanitation.

Prospective teachers are instructed as to the need and value of health work, and the teacher's responsibility and share in it. Particular consideration is given to some of the special problems the teacher will meet in attempting to carry out a program of school health work. Detailed consideration is given such subjects as the teacher's own health, cooperation on the part of the teacher with general health administration, methods and importance of health grading of school children, the important facts with reference to those transmissible diseases that concern the school; the aims, subject matter, and methods of hygiene instruction in the grades, and the practice of hygiene and sanitation in school house-keeping.

Physics.—Two periods of 120 minutes each are given to laboratory work each week. Three periods of 45 minutes each are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearings upon the principles of the subject. Experiments are written up in systematic form by each student and submitted for approval. If not satisfactory these notes are returned for correction.

I.—The metric system and experiments in mechanics and heat are considered. The subject-matter is the same as that found under these headings in practically all standard manuals and text-books.

II.—Magnetism, electricity and sound receive special attention. Some of the more complex experiments in electricity are omitted and instead the work in sound is extended. The principles of the latter are applied to musical instruments in an effort to give a good understanding and perhaps a better appreciation of modern music.

III.—The first half of the term is given over to a study of light. The mechanism of the eye is considered in detail. A deviation from the standard course in physics is made in the last half of the term. The physics of domestic science is developed. Many of the problems in cookery can be easily solved if one knows how to apply some of the fundamental principles of physics.

Zoology.—Seven hours a week are given to this subject, the time being about equally divided between recitations and laboratory, or field work. The course has been developed with the idea of having our knowledge of the makeup and life of the lower animals help in an understanding of human welfare and of human structure and physiology.

I.—The first few weeks in the fall are spent in introductory natural history studies. Most of the time is given to birds and insects. Birds are identified in the field and records of observations made. Recitations, reports, and lectures deal with these subjects: economic importance of birds, protective coloration, sexual dimorphism, nesting and food taking habits, adaptations for flight, chief facts of structure, bird laws and bird protection. Insect study is largely field work, but this is supplemented by laboratory studies which introduce the principles of classification by identifying the important local insect orders. Class room work considers life histories, protective resemblances, mimicry, parasitism, commensalism, adaptive structures and habits, social life, tendency to increase, struggle for existence, and the "balance" in nature. Prominence is given to considering the place insects occupy in our economic and health welfare and to the problems of insect control. The natural history work is completed by some consideration of a few wild and domestic animals.

II.—The frog is studied in considerable detail with reference to certain zoological principles which this form well illustrates. This study includes important facts of anatomy, histology, embryology, and fundamental principles of physiology. The intensive study of the frog is followed by a briefer comparative study of a few vertebrate and invertebrate animals, and the whole related to human structure and function. Points of hygiene and sanitation are considered so that this term's work is a good course in physiology and elementary hygiene and sanitation.

GENERAL REQUIREMENTS

Penmanship is now a required subject for all students and will receive the attention necessary to insure a satisfactory standard of hand-writing in the case of every student. No student whose penmanship falls below the grade which is regarded as acceptable will be permitted to undertake teaching. It is a requirement of the school that all written work which is at all formal shall be executed with special care in regard to penmanship.

Spelling.—While spelling is not a designated part of the course of study it is involved in all written work and all such work will be scrutinized with special reference to the spelling.

The English Language, as the medium of instruction, requires constant attention, not only on the part of the special teacher of the subject but of the teachers of all other subjects. There is systematic cooperation between the different departments to the end that a desirable standard may be attained. This is an important part of the work of each member of the faculty. Any student whose use of

English is not such as to warrant the recommendation of the faculty will not be admitted to the work of the Training Department.

The Number of Subjects a student may carry in any term shall not exceed four and may be made smaller in special instances. It is the rule of the school that a full term of attendance is necessary to the completion of a full term of work.

ACTIVITIES RELATING TO THE WAR

During the present year the school has cooperated in every way possible with the various governmental agencies concerned and will continue so to do not only for the duration of the war but in the new duties which will appear in the period of readjustment and reconstruction which must follow its close. It has assisted in the Red Cross work and campaign for funds, the sale of Liberty Bonds and of Thrift and War Savings Stamps, in giving courses in the Conservation of Food and will soon undertake training in the Home Service branch of the Red Cross. These aspects of the work are intended to and do prepare the students for similar duties in the public schools.

In order that these and all other necessary activities of the schools may be carried on in the most effective way the schools must all be kept open and be in charge of well-trained teachers. The President of the United States has so advised. The Normal Schools, therefore, have sought and will continue to seek to interest capable young people in the opportunities for remunerative employment and the highest possible type of service which attendance at such schools affords.

Kristensen, EdithDuluth
 Landolt, Leona A.....Duluth
 La Tendresse, Blanche..Duluth
 La Vaque, Belle.....Stevenson
 Leary, Elizabeth K...Chisholm
 Leary, Margaret A...Chisholm
 Liese, Ruth.....Marble
 Linderberg, Esther J....Duluth
 Lindstrom, Ruth W....Duluth
 Lycander, Tillie.....Mahtowa
 McLeod, Nellie.....Duluth
 Mahoney, Katherine M.Proctor
 Marshall, Marion M....Duluth
 Mattson, Tuni...Mountain Iron
 Maxson, Lucille.....Duluth
 Miller, Beatrice C.....Duluth
 Mullen, Mabel A.....
 Ironwood, Mich.
 Murphy, Percie B..Brook Park
 Murray, JaneDuluth
 Murray, Marion.....Duluth
 Nacken, Bessie L.....Bovey
 Nolan, Evelyn M.....
 Ironwood, Mich.
 Norman, Grevilda C....Milaca
 O'Leary, Alice.....Easton
 Olson, Bessie L.....Cloquet
 Olson, Edna L.....Carlton
 Olson, Gunhild.....Buhl
 Paulson, Esther.....Duluth

Penrod, Frances E.....Duluth
 Perttula, Selma.....Ely
 Pfeiffer, MarionVirginia
 Quayle, NinaHibbing
 Quinn, Nellie I.....Duluth
 Rawn, Florence M.....Duluth
 Roecker, Tekla L.....
 Grand Rapids
 Rooning, Jennie.....Eveleth
 Rykken, Ethel...Foxboro, Wis.
 Scanlon, Mary.....Duluth
 Scheaffer, Elizabeth....Duluth
 Sever, MargaretBiwabik
 Simonet, MaryStillwater
 Sletten, Emma B.....Ely
 Smith, Leona A.....Virginia
 Smith, Margaret L.....Anoka
 Spreitzer, Florence M.....Ely
 Strickland, Ruth G.....Duluth
 Terry, Gladys E.....Duluth
 Toben, Anne F.....Duluth
 Vaughan, Marie.....Pine City
 Vogan, Ruth.....Crosby
 Wasley, Louisa J.....Duluth
 Wildes, May V.....Hibbing
 Willesen, Irene F.....Duluth
 Wold, Agnes.....Duluth
 Woock, AlmaBemidji
 Young, Anna.....Duluth

JUNIOR YEAR

Altschul, Estelle	Duluth	Gole, Lyle M.	Buhl
Anderson, Constance . . .	Proctor	Gran, Hilja	Duluth
Anderson, Elizabeth M. .	Duluth	Green, Ivah E.	Clinton
Anderson, Hilma	Duluth	Grizold, Mary	Chisholm
Anderson, Julia R.	Forrest Lake	Gulbranson, Emma	Proctor
Ario, Clara C.	Duluth	Hambly, Vivien R.	Duluth
Bark, May	Duluth	Hansen, Ethel I.	Duluth
Beatty, Margaret	Cook	Hanson, Emma	Winton
Beckstrom, Agnes	Ely	Hanson, Rena	Winton
Belanger, Blandine	Duluth	Harper, Nellia A.	Barnum
Blanche, Genevieve R. . .	Duluth	Hedstrom, Frances	
Boyd, Esther	MoraGrand Marais	
Britzius, Irene	Duluth	Helmerson, Ludy A.	
Brown, Alice E.	ElyGrand Marais	
Brown, Jessie M.	Minneapolis	Hicks, Ethel Mae	Buhl
Burke, Elizabeth	Duluth	Hipakka, Hilda S.	Ely
Butler, Ruth	Virginia	Hooker, Ida	Hibbing
Caesar, Hilma T.		Howe, Inez	Tower
.....Rice Lake, Wis.		Huffman, Abbie V.	Nemadji
Carlson, Agnes H.		Huot, Marie	Cloquet
.....Two Harbors		Hunt, Florence	St. Cloud
Carlson, Ebba A.	Two Harbors	Jakich, Augusta E.	Eveleth
Carlson, Helga P.		Jennison, Ula	Kimberly
.....Two Harbors		Jentoft, Margaret B. . . .	Duluth
Carter, Sylvia	Bemidji	Johnson, Edna M.	Duluth
Casey, May E.	Duluth	Johnson, Elsie M.	Soudan
Cohen, Dorothy	Biwabik	Jordan, Margaret	Duluth
Conner, Margaret	Mora	Kerr, Mary Ellen	
Cornish, Dorothy LouisaAshland, Wis.	
.....Boot Lake		Kruka, Lembi E.	
Cummins, Beatrice E. . . .	BarnumPainesdale, Mich.	
Cunningham, Mary	Faribault	Lakela, Olga	Palo
De Roche, Violet M. . . .	Duluth	Larson, Ethel M.	Bovey
Elwell, Susie M.	Minneapolis	Laskey, Lillian	Duluth
Erickson, Emma M.		Lefko, Rosetta	Crosby
.....Two Harbors		Lee, Jenny	Duluth
Erickson, Mabel J.	Duluth	Libby, Edith M.	Libby
Erickson, Verlie F.	Rock Creek	Lind, Ruth	Nemadji
Ericson, Dorothy D.	Duluth	Lindholm, Melia	Kinney
Evens, Lillian	McGrath	Lintula, Lillian B.	Palo
Ferguson, Grace L.	Carlton	McCormack, Pearl	Duluth
Gabrielson, Ella	Duluth	McKay, Dorothy C.	Duluth
Gafvert, Alfchild	Kimberly	MacDonald, Agnes	Duluth
Gibson, Leona M.	Duluth	Mattson, Mamie	Duluth
Giefer, Teresa M.	Viking	Maxfield, Marjorie . . .	Alexandria

Mersen, Olive Hutchinson
 Moran, Marie..Iron River, Wis.
 Mueller, Edna....Gwinn, Mich.
 Nelson, Minnie S.....Henning
 Nelson, Ruth K.....Duluth
 Norman, GudrunMilaca
 Nusbaum, RoseDuluth
 Nylander, Florence.....Duluth
 Olin, Ellen E.....Duluth
 Palmquist, Claire C..Center City
 Pederson, Ruth.....Tower
 Pepin, Marguerite..Rock Creek
 Peterson, Anna C.....Duluth
 Remfry, Eliza.....Proctor
 Richards, Chloe E.....Duluth
 Rissanen, Saima L....Finlayson
 Rutherford, Margaret...Duluth
 Sarff, Gladys.....Duluth
 Savage, Margaret.....Cook
 Schaeffer, Anna C.....Glencoe
 Schaeffer, Fred W.....Glencoe
 Scholtes, Lucy A.....Duluth

Shipley, Alta.....Alborn
 Shutters, Helen M.....Palisade
 Signer, Lillian E.....Duluth
 Sipola, Helen.....Soudan
 Skog, Hilda C.....Barnum
 Sloan, Agnes F.....Detroit
 Sloan, Marie O.....Detroit
 Smith, Eleanor.....Duluth
 Soderburg, Sophie.....Duluth
 Stewart, Irene.....Hill City
 Taylor Florence.....Duluth
 Teppo, Celia...Iron River, Wis.
 Thomson, Helen B.....Duluth
 Tipler, Jessie A.....Westport
 Tonning, Katherine....St. Paul
 Towner, Margaret S....Proctor
 Wannebo, Helen.....Duluth
 Wentworth, Ruth....Blackduck
 Werner, Martha F.....Darwin
 Wickstrom, Milma.....Duluth
 Wilkins, Lillian.....Hibbing
 Williams, Nellie.....Hinckley

THIRD YEAR

Aldrin, Lydia.....Moose Lake
 Anderson, Clara C.....Duluth
 Carlson, Alma A...Moose Lake
 Carlson, Lillian M.....Duluth
 Dalen, Myrtle C.....Cromwell
 Everts, Ruth.....Ashland, Wis.
 Giles, Marion.....Duluth
 Goodwin, Pearl O.....Duluth
 Handy, Gladys.....Crosby
 Holcombe, Ellen.....Copas
 Holt, MayDuluth
 Jeanson, AnnaDuluth

Johnson, Anna A.....Mahtowa
 Johnson, Anna M.....Duluth
 Kespohl, Laura.....Floodwood
 Koivumaa, Martha....Biwabik
 McKusick, Margaret E..Duluth
 Nieminen, Jennie.....Palo
 Paulson, Myrtle.....Duluth
 Pfautz, Elizabeth ...Homestead
 Thorstenson, Esther.Wrenshall
 Torgerson, Emma M.Deerwood
 Wallace, EdnaDuluth

SECOND YEAR

Burns, Margaret E.....Duluth
 Cochrane, Frances.....Duluth
 Darby, Margaret S..Wrenshall
 Freeman, Maude B.....Wright
 Frost, Alice B.....Elk River
 Gunderson, Edna C.....
Sturgeon Lake

Johnson, Georgina.Moose Lake
 Johnson, Minnie..Taylors Falls
 Jolicoeur, Annette M...Cloquet
 Lofgren, Elvira....Moose Lake
 McCawley, Millicent A..Duluth
 McIntosh, Marie.....Duluth
 McLeran, Mildred ...Wrenshall

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Certificate of Scholarship and Character

Application for Admission to the State Normal School at Duluth, Minnesota
(To be Mailed to the President at Least Two Weeks Before the Day for Enrolment.)

I certify that.....
was graduated....., 19....., from the high school
at....., with the following standings:

SUBJECTS	Weeks Taken	Stand- ing	Year of Course	SUBJECTS	Weeks Taken	Stand- ing	Year of Course
English				Mathematics			
Composition.....				Algebra.....			
Grammar, Senior.....				Arithmetic, Senior.....			
Literature, American.....				Geometry, Plane.....			
Literature, English.....				Geometry, Solid.....			
Rhetoric.....				Music, Vocal			
History and				Science			
Social Science				Botany.....			
American History.....				Geography, Senior.....			
Ancient History.....				Chemistry.....			
Civics.....				Geography, Physical.....			
Economics.....				Physics.....			
English History.....				Physiology.....			
Medieval History.....				Zoology.....			
Modern History.....				Other Subjects			
Industrial Subjects							
Cooking.....							
Manual Training.....							
Mechanical Drawing.....							
Sewing.....							
Language { French							
{ German							
{ Latin							
First Year.....							
Second Year.....							
Third Year.....							
Fourth Year.....							

And I hereby commend h..... to the State Normal School at Duluth as a person of
right character, good health and general fitness for teaching.

} Superintendent
} Principal

(To be filled out by student named above.)

Write below name of course chosen. (See pp. 13-14 and 23-24 of Catalogue.)

Date you expect to enroll....., 19.....



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